



**Arizona  
Department of  
Education**

**Language Arts Standards Chart for AIMS**

**Standard 1: Reading**

**Foundations Level (Grade 3)  
Reflecting the Blueprint of 07.08.96**

# LANGUAGE ARTS STANDARDS CHART FOR AIMS - FOUNDATIONS LEVEL (GRADE 3)

## STANDARD 1: READING

STANDARD 1: READING	
<p><b>Students learn and effectively apply a variety of reading strategies for comprehending, interpreting and evaluating a wide range of texts including fiction, nonfiction, classic and contemporary works.</b></p> <p><i>Students know and are able to do the Readiness PO's and the following</i></p>	
CONCEPT/Performance Objective	Points*
<b>R-F1. Use phonetic skills to decode words</b>	<b>4</b>
PO 1. Decode words in context using beginning, middle and final letter/sound relationships	
<b>R-F2. Use word recognition and decoding strategies such as phonetic skills, context clues, picture clues, word order, prefixes and suffixes to comprehend written selections</b>	<b>2 - 5</b>
PO 1. Derive meaning from a written selection using reading/decoding strategies <ul style="list-style-type: none"> <li>- phonetic clues</li> <li>- context clues</li> <li>- picture clues</li> <li>- word order</li> <li>- structural analysis (e.g., prefixes, suffixes)</li> <li>- word recognition</li> </ul>	
<b>R-F3. Use reading comprehension strategies such as drawing conclusions, summarizing, making predictions, identifying cause and effect, and differentiating fiction from nonfiction</b>	<b>9 - 12</b>
PO 1. Draw conclusions based on the text	
PO 2. Restate information from a reading selection	
PO 3. Predict events, actions and behaviors using prior knowledge and/or details to comprehend a reading selection	
PO 4. Identify cause-and-effect relationships	
PO 5. Differentiate fiction and nonfiction texts	
<b>R-F4. Identify facts and the main idea, sequence events, define and differentiate characters, and determine an author's purpose in a range of traditional and contemporary literature</b>	<b>7 - 8</b>
PO 1. Identify the main idea and relevant facts in a reading selection	
PO 2. Sequence a series of events from a reading selection	
PO 3. Compare characters (e.g., traits, roles, similarities, differences) in a reading selection	
PO 4. Identify the author's main purpose (e.g., to inform, to entertain, to persuade, to describe) in a reading selection	

NOTE: Language Arts assesses points by concept, not by performance objective.

\*All concepts, except those denoted as "NOT TESTED," will be assessed on every AIMS test form. However, the number of points per concept and the total number of total points possible will vary slightly from form to form.

# LANGUAGE ARTS STANDARDS CHART FOR AIMS - FOUNDATIONS LEVEL (GRADE 3)

<b>STANDARD 1, continued</b>	
<b>CONCEPT/Performance Objective</b>	<b>Points*</b>
<b>R-F5. Analyze selections of fiction, nonfiction and poetry for their literary elements such as character, setting, plot, sequence of events and organization of text</b>	<b>5 - 7</b>
PO 1. Compare characters, plot (including sequence of events), settings across reading	
PO 2. Explain whether the events in the reading selection are real or fantasy	
PO 3. Describe structural elements of poetry (e.g., rhyme, rhythm, repetition)	
PO 4. Describe the literary elements of fiction and nonfiction	
<b>R-F6. Read and comprehend consumer information such as forms, newspaper ads, warning labels and safety pamphlets</b>	<b>4 - 6</b>
PO 1. Explain the meaning of specific signs (e.g., traffic, safety, warning)	
PO 2. Restate the information found in consumer literature (e.g., safety pamphlets, newspapers, catalogs)	
PO 3. Compare information in written advertisements	
PO 4. Fill out a variety of forms (e.g., contest entry, requests for information)	
<b>R-F7. Follow a list of directions and evaluate those directions for clarity</b>	<b>5 - 6</b>
PO 1. Follow a set of written directions	
PO 2. Evaluate written directions for sequence and completeness	
<b>NOTE: <i>The following is for instructional purposes only--not for state assessment</i></b>	<b>NOT TESTED</b>
<b>R-F8. Recognize the historical and cultural perspectives of literary selections</b>	
PO 1. Identify similarities and differences relating to theme, plot, setting, character and point of view in literature from different cultures	
PO 2. Compare real-life experiences to events, characters and conflicts in literary selections from different cultures	
PO 3. Recognize that some words in literary selections come from a variety of cultures	
<b>TOTAL NUMBER OF AIMS FOUNDATIONS LEVEL (3<sup>rd</sup> GRADE) READING POINTS</b>	<b>42 - 44</b>

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